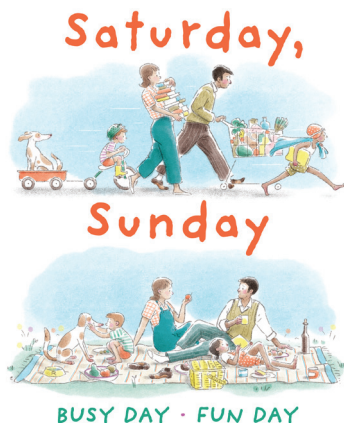




Teacher Notes

Saturday, Sunday

by Natalie Kate Forbes, illustrated by Danny Snell

Teacher notes prepared by Bec Kavanagh.

Publication details

Publisher: Affirm Press
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Themes

- Routine
- Family
- Imagination
- Play
- Opposites

About the Book

Wake up! It's Saturday, jump out of bed!
Brush teeth! Get dressed! Make sure the dog's fed!
There's so much to do, we mustn't waste time.
Look at the clock – it's a quarter to nine!

Wake up. Stretch and yawn.
We've got the whole day.
There's plenty of time on Sunday to play.

Journey through a family weekend celebrating the precious shared moments amidst the chaos and the calm.

About the Author

Natalie Kate Forbes lives in sunny Queensland with her family. She has lived and worked all around the world including as a snowmobile guide in Canada, but her favourite role was when she was a nanny. She has always loved children and the way they view the world. This is her debut published picture book.

About the Illustrator

Danny Snell is an award-winning illustrator who lives in Adelaide. Over a 20 year career, he has illustrated over a dozen children's picture books. Working in a variety of media and with a focus on simple compositions, he brings a gentle whimsy to his book characters and settings.

Before Reading

- Discuss different daily routines and invite students to share the routines they look forward to in their households.
- Practice telling the time and writing out particular times on an analogue clock.

Comprehension questions

- What is the first thing the children do when they wake up on Saturday?
- What time is it when they look at the clock?
- What surprise does Rufus get on the way home?
- How many things do the children do on Saturday? Are any of them fun things?
- What happens after going to the shops?

Comprehension questions cont.

- What do the children do on a Sunday to 'start the day right'?
- What are some of the shapes the children see in the clouds?
- What are some of the things the couch becomes on a Sunday?
- Saturday and Sunday both end with the same routine – what is it?

Literacy

- **Telling the time**
 - What kind of clock or watch do you use to tell the time? There are a lot of clocks in the book – can you find all of them? Make a list of the times and activities that you can spot in your search.
 - Do you have things that you do at particular times? How would you show this on a clock or a calendar?
 - Discuss the different reasons that people need to keep track of time, and the different ways of doing so.
- **Verbs**
 - A verb is a word that describes action – we sometimes call them 'doing words'. In this book, the writer uses verbs to show the different ways the characters move throughout each day. Make a list of verbs from the book that describe a fast or hurried movement. Make another list of verbs that describe slower movements. Which verbs does the writer use on Saturday and which does she use on Sunday?
 - Come up with your own verbs to describe the way you move through your weekend.

Literacy cont.

- **Opposites**
 - What does it mean for two things to be opposite one another?
 - Sunday is the opposite of Saturday in many ways – what are some of the differences between the two days in the book?
 - What other opposites can you think of that occur in your everyday life?

Final reflections

- Did anything in this story feel familiar? What was it? Did the familiarity make you enjoy the story more?
- How did your feelings change as you read the story? Did you feel a shift in the way you responded to the activities of each day?

Creative Activities

- What do you think Monday's adventure will be? Write another page (or two!) to add to the book to describe what you think these characters do on a Monday. What kind of verbs will you use?
- What's your favourite weekend activity? Draw a picture that captures some of the activities that your family do together on the weekend.
- Sunday is all about play and imagination – finding pictures in clouds, turning the couch into a fort. Have you ever done either of these things? On the weekend, go cloud-spotting or build a fort and take some photos to share what you've discovered or imagined.
- At the beginning and end of the book you can find a list of activities that the children do each weekend. Make your own list and compare it to the other students in your class. How are your weekends similar and different?